

**Item J: Future of Education Discussions  
Fall 2007 – Winter 2008**

<b>Students (40)</b>			
<b>Things That Work</b>		<b>October 16, 2007</b>	
<b>Things That Work</b>	<b>Challenges</b>	<b>New Things Needed</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>flexibility</li> <li>independent study</li> <li>variety of options and pathways</li> <li>exploratory learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>testing</li> <li>cliques and stereotypes</li> <li>outdated material and technology</li> <li>lack of respect within school walls</li> <li>one size fits all instruction</li> <li>meaningless homework</li> </ul>	<ul style="list-style-type: none"> <li>a positive, comfortable learning environment, accommodating different learning styles, making opportunities such as technical centers better-known,</li> <li>more efficient scheduling and classrooms,</li> <li>student/teacher relationship support,</li> <li>respect for and inclusion of diversity in the learning environment,</li> <li>community-school connections,</li> <li>flexibility and variety,</li> <li>eliminating required courses,</li> <li>alternate options for graduation,</li> <li>individualized learning and instruction,</li> <li>less bullying and fair punishment,</li> <li>less homework, and a connection to real-life,</li> <li>multiple pathways including online learning,</li> <li>connections between schools to maximize resources,</li> <li>flexibility or change to the traditional school day,</li> <li>community support and interaction</li> </ul>	<ul style="list-style-type: none"> <li>not enough time during the day between classes</li> <li>not enough time after school to handle the several hours of homework</li> <li>not enough time in their schedules to take the courses they wanted or needed</li> <li>not enough time to do more in-depth study on topics of interest</li> </ul>

<b>Regional Student Meetings with Commissioner Cate</b>			
		<b>02/08/08 – Randolph Technical Career Center</b> <b>02/11/08 – Milton Jr./Sr. High School</b> <b>02/12/08 – Twin Valley High School, Wilmington</b> <b>02/21/08 – North Country Union High School, Newport</b> <b>02/26/08 – Burr &amp; Burton Academy, Manchester</b> <b>03/13/08 – Edmunds Middle School, Burlington</b>	
<b>Things That Work</b>	<b>Challenges</b>	<b>New Things Needed</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• personal help and support - multiple</li> <li>• teachers supportive and interested - multiple</li> <li>• can focus on interest areas (CTE)</li> <li>• with teacher for longer time period (CTE)</li> <li>• hands-on and real-life experiences (CTE &amp; HS) - multiple</li> <li>• math taught in real-life applications (CTE)</li> <li>• differentiated learning – no more tracking</li> <li>• safe campus</li> <li>• challenging academics</li> <li>• supportive, interested &amp; interesting teachers</li> <li>• teachers accommodate different learning styles - multiple</li> <li>• alternating block schedule</li> <li>• clear expectations</li> <li>• current events</li> </ul>	<ul style="list-style-type: none"> <li>• more rigorous academics in CTE</li> <li>• more honors/advanced classes</li> <li>• college acceptance/support of CTE</li> <li>• more support for struggling students in CTE &amp; HS</li> <li>• IMP (Math Program)/Math that makes sense</li> <li>• teachers that don't change their approach</li> <li>• inflexibility for make-up work, homework</li> <li>• test anxiety</li> <li>• need classes that focus on life, hands-on, practical experiences - multiple</li> <li>• real world learning opportunities (biology in a greenhouse, raising salmon, running business in math, balance checkbook) - multiple</li> <li>• more time between classes</li> <li>• later start times - multiple</li> <li>• more interactive classes/Flexibility in teaching approach</li> <li>• updated technology</li> <li>• more budget support from community</li> <li>• more motivation for students</li> </ul>	<ul style="list-style-type: none"> <li>• math in real-world context</li> <li>• class sizes in CTE smaller than in HS</li> <li>• reasonable deadlines can coordinated among teachers for work due</li> <li>• personal connections</li> <li>• real-life, hands-on programs</li> <li>• learning spaces that support hands-on learning</li> <li>• early conversations about college requirements/access to counselors</li> <li>• accommodate different learning styles</li> <li>• more rigorous academics in CTE</li> <li>• consistency in informing students of available options</li> <li>• opening up CTE option earlier</li> <li>• system for teachers to get to know students &amp; their needs</li> <li>• 9<sup>th</sup> &amp; 10<sup>th</sup> meet requirements, provide more options at 11<sup>th</sup> &amp; 12<sup>th</sup></li> <li>• split time between school and internship</li> </ul>	<ul style="list-style-type: none"> <li>• flexibility in learning environments</li> <li>• hands-on, real-life learning</li> <li>• committed teachers make a difference</li> <li>• schedule/structure of the day</li> <li>• spaces</li> <li>• breadth of opportunities (CTE)</li> <li>• access to tools and technology</li> <li>• responsiveness to learning styles</li> </ul>

<b><i>Parents (30)</i></b>		<b><i>October 16, 2007</i></b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• individual pacing and choices,</li> <li>• multiple pathways to learning,</li> <li>• positive relationships with instructors,</li> <li>• Responsive Classroom and Continental Math League programs,</li> <li>• more connection with parents and communities,</li> <li>• student peer support and empowerment,</li> <li>• period scheduling,</li> <li>• project-based learning,</li> <li>• college connections and accessibility,</li> <li>• school choice,</li> <li>• and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• hybrid education,</li> <li>• multiple pathways including online learning,</li> <li>• connections between schools to maximize resources,</li> <li>• flexibility or change to the traditional school day,</li> <li>• community support and interaction,</li> <li>• one-on-one teacher mentors or advocates,</li> <li>• individual assessments and standards,</li> <li>• connection to real-life and life skills,</li> <li>• learning responsive to what students want to learn,</li> <li>• Individual Learning Plans,</li> <li>• variety, and</li> <li>• preparing students for the virtual future</li> </ul>	<ul style="list-style-type: none"> <li>• questions of community needs and school partnerships,</li> <li>• better support systems for students and for parent-school connections,</li> <li>• a focus on learning styles or individual learning,</li> <li>• education funding,</li> <li>• school choice,</li> <li>• indicators of results,</li> <li>• how to bring teachers along and how to educate them,</li> <li>• will this keep kids in school,</li> <li>• how to implement this,</li> <li>• what are 21<sup>st</sup> century skills,</li> <li>• what is (and how does this relate to) <i>High Schools on the Move</i>,</li> <li>• how much homework is reasonable,</li> <li>• why do we need testing and what does it tell us,</li> <li>• how can we think outside the box, and</li> <li>• what is included in this “education system”</li> </ul>	<ul style="list-style-type: none"> <li>• flexibility, multiple pathways</li> <li>• increased community participation/involvement</li> <li>• hands-on, project-based learning</li> <li>• individualize programs</li> <li>• teacher professional development</li> <li>• understand which skills are critical</li> </ul>

<b><i>Educators (25)</i></b>		<b><i>November 20, 2007</i></b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>community service learning</li> <li>alternative programs that give students more choice and ownership over their education experience</li> <li>technical education</li> <li>hands-on learning, applied learning</li> <li>GEs, essential skills</li> <li>small class sizes</li> <li>programs targeted for “at risk” students</li> <li>teacher advisory system for students</li> <li>Math, Science, Literacy networks for teachers</li> <li>collaborative teacher work groups; professional learning communities</li> <li>Responsive Classroom initiative</li> </ul>	<ul style="list-style-type: none"> <li>individualized learning plans for all students</li> <li>teacher mentorship relationship for each child at all grade levels</li> <li>multiple pathways for student learning based on student interest with high expectations for student performance (particularly for struggling students)</li> <li>meaningful service learning opportunities for students</li> <li>redefine senior year; should not look like other grades</li> <li>new learning model: teachers working with a small group of students on project-based learning, multi-disciplinary learning, for longer blocks of time</li> <li>more consistent technology infrastructure</li> <li>“digital divide” a problem in schools; teachers need tech support but also prof. devel. in how to use technology</li> <li>more time for professional development, and p.d. that spans districts</li> <li>support for new teachers: collaboration, team approach</li> <li>teacher education: emphasis on integration, not a narrowly defined curriculum</li> <li>removal of Carnegie units</li> </ul>	<ul style="list-style-type: none"> <li>Students who participate in traditional, peripheral programs often have to make sacrifices. Post-secondary education requires students to stay ‘in the box.’</li> <li>Educators are constrained by ‘the box.’ The box includes the ways teachers are paid, the number of students in a classroom, students in certain subjects for a certain amount of time.</li> <li>School boards are constrained by the laws and regulations imposed by the state.</li> <li>How do we build a child’s sense of responsibility to their community: environmentally, teaching tolerance, dealing with conflict, learning from conflict?</li> <li>How will we ensure that the Transformation will not be perceived as “just another thing”? How can we demonstrate the relevance and necessity of the proposed changes?</li> <li>What is it that changes teacher behavior in the classroom?</li> <li>How do we make this transformation affordable?</li> </ul>	<ul style="list-style-type: none"> <li>individualization and personalization of learning</li> <li>hands-on learning</li> <li>deeper and more meaningful professional development</li> <li>multiple pathways for students</li> </ul>

<b><i>Principals (20)</i></b>		<b><i>November 20, 2007</i></b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>regional career technical education centers</li> <li>hands-on, applied learning</li> <li>broad mission of school</li> <li>current curricular framework</li> <li>integrated, connected curriculum</li> <li>21<sup>st</sup> century skills embedded in GEs</li> <li>small class sizes</li> <li>caring and supportive relationships</li> <li>schools as centers of communities</li> <li>meeting individual students' needs</li> <li>advisory system for students</li> <li>student-led mentoring</li> <li>Responsive Classroom initiative</li> <li>Multiple Pathways program</li> <li>Teaching All Secondary Students program</li> </ul>	<ul style="list-style-type: none"> <li>expanded course opportunities at the high school level, particularly language courses</li> <li>online courses; "virtual high schools"</li> <li>integration of technology</li> <li>21<sup>st</sup> century skills</li> <li>laptops for students</li> <li>individualized learning plans for students of all ages</li> <li>interdisciplinary learning; connected curriculum</li> <li>dual enrollment (high school/college)</li> <li>global perspective on the world</li> <li>alternative programs</li> <li>student-centered learning environment</li> <li>career awareness as early as 9<sup>th</sup> grade; job shadowing for high school students; apprenticeships</li> <li>community partnerships; business/school partnerships</li> <li>coordinators who assist students with internships, community placements, etc.</li> <li>flexibility in credit options for high school graduation (i.e. credit for work-based placement, internships)</li> <li>better relationship with higher educ. community</li> </ul>	<ul style="list-style-type: none"> <li>How do we meet the needs of all students/ learners?</li> <li>How do we blend individualization and flexibility into the school system?</li> <li>How do we bring relevancy into the classroom?</li> <li>How do we look at the bigger picture given that we're mired in everyday functions of the classroom?</li> <li>What is essential and how do we fund it?</li> <li>How do we make the best use of the resources we have?</li> <li>How can we even out the inequities in technology across the state?</li> <li>What might leadership look like in schools post-Transformation?</li> <li>How can we create community partnerships?</li> <li>How can we re-structure the "credit" system for graduation?</li> <li>Where is the money for technology hard/software and professional development?</li> <li>How can we ensure quality and equity in teacher preparation programs? (research based)</li> </ul>	<ul style="list-style-type: none"> <li>caring and supportive faculty</li> <li>individualization and personalization</li> <li>role for increased application of technology</li> <li>bring in real-world perspective</li> </ul>

	<ul style="list-style-type: none"><li>• higher educ. willing to accept competency-based credits, and more flexible</li><li>• K-16 continuum</li><li>• common planning time for educators; team teaching</li><li>• professional development for teachers in:<ul style="list-style-type: none"><li>○ collaboration</li><li>○ use of assessment data</li><li>○ social/emotional skills, integration and utilization of technology</li></ul></li></ul>		
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<b><i>Superintendents (35)</i></b>		<b><i>December 18, 2009</i></b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• representation of all content areas in state academic standards</li> <li>• Vital Results</li> <li>• assessment, statewide and local</li> <li>• local assessment plans</li> <li>• data-driven decision making</li> <li>• focus on the “whole child”</li> <li>• maintaining broad goal of ensuring the health and well-being of children</li> </ul>	<ul style="list-style-type: none"> <li>• new curriculum focused on the 21st century; new definition of literacy</li> <li>• greater focus on Vital Results and mastery of content</li> <li>• individualized learning plans</li> <li>• career awareness and pathways for <i>all</i> students</li> <li>• opportunities for students that align with their own passions and goals; relate students’ passion to learning and academics</li> <li>• student-centered learning, flexible learning environments, applied learning, doing away with coursework requirements and shift to competencies—not a “one size fits all” approach to teaching and learning</li> <li>• experiential, hands-on, inquiry based experiences for students</li> <li>• extended learning time, extended school day, year-round schooling, service-learning, community-based learning; recognition that learning can happen anywhere at any time</li> <li>• school community is digital and spans all traditional boundaries and borders; teachers must adopt a whole new host of skills so that they can facilitate this process for students</li> </ul>	<ul style="list-style-type: none"> <li>• vision is easier than implementation</li> <li>• cost</li> <li>• entrenched nature of current system</li> <li>• governance structure</li> <li>• re-training veteran teachers to relinquish power so that students can direct their own learning</li> <li>• How do we get the infrastructure in place to facilitate change?</li> <li>• How do we partner with other groups? (i.e. social services)</li> <li>• Support for K-12 continuum needed</li> <li>• Which of the school quality standards need to be represented differently than how they are currently on the books? What would changes to the SQS mean in terms of programs and activities for kids?</li> <li>• What would education look like if it supported the Vital Results?</li> <li>• What do we expect to measure through assessment?</li> </ul>	<ul style="list-style-type: none"> <li>• student-centered learning environments</li> <li>• life-long learning</li> <li>• flexible learning environments and multiple pathways</li> <li>• using data to drive decisions</li> <li>• role for the Vital Results</li> </ul>

	<ul style="list-style-type: none"> <li>• more flexibility in the system for students and schools</li> <li>• emphasis on K-12 continuum</li> <li>• better utilization of technology in schools (including technology professional development for teachers)</li> <li>• connective tools in rural communities such as technology, broadband, wireless, etc.</li> <li>• regional meaningful professional development for both new and seasoned teachers; new methods for networking between schools</li> <li>• teacher leadership</li> <li>• mentoring for educators, for school leadership</li> <li>• greater public engagement</li> </ul>		
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<b>Local School Board members (18)</b>			
<b>Things That Work</b>		<b>December 18, 2007</b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• maximum local input</li> <li>• state academic content standards</li> <li>• action planning process</li> <li>• professional learning communities</li> <li>• differentiated instruction</li> <li>• technical centers</li> </ul>	<ul style="list-style-type: none"> <li>• creation of choices for students in their learning</li> <li>• increased student voice and ownership in their own learning</li> <li>• focus on thinking and problem solving in the classroom</li> <li>• new strategies for measuring individual student learning</li> <li>• appropriate use of technology</li> <li>• focus on early education</li> <li>• more support for professional learning communities</li> <li>• identification of successful school-based practices; incentives for schools that are demonstrating effective practices</li> </ul>	<ul style="list-style-type: none"> <li>• What are our priorities? Is creativity a core priority? What are the others?</li> <li>• What are the outcomes we want for kids? Are the standards etc. still relevant?</li> <li>• How can we determine the skills that kids will need in 10 years?</li> <li>• Student centered education—what is it and how can we implement it?</li> <li>• Challenge will be implementing vision system wide.</li> </ul>	<ul style="list-style-type: none"> <li>• differentiated, student-centered instruction</li> <li>• role for technology</li> <li>• identify effective practices</li> <li>• measure student learning</li> </ul>

<b><i>Legislators (15) – General comments</i></b>		<b><i>January 16, 2008</i></b>	
		<b>Common Themes</b>	
<ul style="list-style-type: none"> <li>• DOE has largest budget, consider appointment of Commissioner by someone other than Board</li> <li>• need to look at all areas, not just math, science, technology</li> </ul>	<ul style="list-style-type: none"> <li>• teacher education programs need to be part of the discussion</li> <li>• continue emphasis on independent thinking and problem solving</li> <li>• must meet needs of ALL students by looking at how they learn</li> <li>• where kids get educated doesn't necessarily have to be in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• can't afford not to change, need to be bold and take strong action</li> <li>• students need to be prepared to move on – need more problem solving and creativity</li> <li>• plate of schools is full, have taken on human service, health, and safety</li> <li>• every VT child should have computer at their fingertips, as in Maine</li> </ul>	<ul style="list-style-type: none"> <li>• problem-solving and creativity</li> <li>• role for technology</li> <li>• expand opportunities outside school walls</li> </ul>

<b>Business and Community Reps.; DOE Staff</b>			
<b>February 19, 2008</b>			
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• programs for gifted students</li> <li>• service learning</li> <li>• use of technology</li> <li>• individual learning plans and life skills</li> <li>• when teachers share best practice</li> </ul>	<ul style="list-style-type: none"> <li>• longer school year and/or days</li> <li>• later start in HS</li> <li>• fewer superintendents</li> <li>• take retirement system out of state's hands</li> <li>• fewer regulations – those that get “in the way” of teaching</li> <li>• better use of summer by teachers</li> <li>• excellent pay for recognized excellent teaching</li> <li>• more time focused on teaching</li> <li>• more effective means to strengthen teaching force</li> <li>• system that is responsive to different learning styles</li> <li>• provide practical, real-life learning</li> <li>• more online programs</li> <li>• ways to welcome parents more</li> <li>• make senior year more meaningful and relevant</li> <li>• carry creativity from middle school into high school</li> </ul>	<ul style="list-style-type: none"> <li>• How to create educational environment in which everyone is learning (students, teachers, administrators)?</li> <li>• How to truly involve communities, senior citizens, those retiring to Vermont in the work?</li> <li>• How to increase hands-on learning opportunities for students?</li> <li>• How do we build a system that is driven by providing diversity of learning experiences?</li> <li>• Consider school readiness of boys vs. girls</li> <li>• Are we currently teaching what students need in order to be successful?</li> <li>• No shortage of ideas, but how can we actually implement fundamental change?</li> <li>• Can we turn the 27-student classroom into its own one-room schoolhouse?</li> <li>• Why don't we look at alternative schools and charter schools more closely?</li> </ul>	<ul style="list-style-type: none"> <li>• examine amount of time spent in school and on task</li> <li>• involve parents, senior citizens, community in meaningful ways</li> <li>• hands-on, practical experiences</li> <li>• accommodate for different learning styles</li> <li>• individualization/personalization</li> </ul>

<b>Higher Education (39)</b>		<b>February 19, 2008</b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• expose all students to idea that college is possible</li> <li>• some states and colleges provide incentives and assistance so all kids can go to college</li> <li>• wide range of options for students</li> <li>• 21<sup>st</sup> century skills for those going to college as well as to workforce</li> <li>• parent involvement, data driven decision making and accountability</li> <li>• mainstreaming</li> <li>• Upward Bound programs</li> <li>• standards, assessment and PD to support GLEs</li> <li>• senior projects</li> <li>• freshman academy</li> <li>• applied authentic learning</li> <li>• service learning</li> <li>• small schools</li> </ul>	<ul style="list-style-type: none"> <li>• students today need more general knowledge and knowledge of the world</li> <li>• must change culture of schools to value diverse backgrounds while raising expectations for learning for all</li> <li>• teach leadership and teamwork at higher ed level</li> <li>• invest more in higher ed so students will stay in VT</li> <li>• HE staff need to get back into K-12 classrooms</li> <li>• more connections between higher ed and high schools</li> <li>• dual enrollment</li> <li>• offer online courses to middle school as well as high school</li> <li>• need conversations between high school teachers and college professors</li> <li>• students need to be more independent, motivated and active learners</li> <li>• new system to finance education</li> <li>• alternative pathways to higher ed</li> </ul>	<ul style="list-style-type: none"> <li>• Add word “democracy” to transformation document</li> <li>• Commitment to SPED is source of tension due to funding</li> <li>• Requiring engineering in K-12 program</li> <li>• Transform preK-16</li> <li>• Revisit Vital Results</li> <li>• Focus on student not Carnegie unit-IHE need to validate alternative methods so not to hold high schools back</li> <li>• Loosen ROPA regulations</li> <li>• Bring HSOM to front again</li> <li>• Put emphasis back on whole child</li> <li>• Parents need to take more responsibility for kids not learning</li> <li>• Need more solid data before we transform</li> <li>• Need models to illustrate transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Higher ed is under funded</li> <li>• To receive teacher licensure need greater content knowledge than from undergrad program maybe require masters degree</li> <li>• We need more opportunities for gifted and talented students</li> <li>• School should recognize that students require different amounts of time to learn and provide it-need individual plans for all students</li> <li>• Need competency based graduation requirements-portfolios</li> <li>• New ways to partner with families, to give them a role</li> <li>• Need alternative learning environments and ways to measure learning</li> <li>• Need more emphasis on preparing for citizenship</li> </ul>

<b><i>Educator Associations</i></b>		<b><i>March 18, 2008</i></b>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• Differentiated instruction needs to be retained and strengthened.</li> <li>• Team teaching or co-teaching (LRUHS uses Humanities, a co-teaching model that includes English, social studies and literacy and pairs 2 teachers with 50 students).</li> <li>• Student planning teams meet daily to discuss and plan for students (Lake Region Union HS).</li> <li>• Middle school practices, such as common planning time, teaching teams, large groups of students, flexible scheduling, individual learning plans.</li> <li>• Formative assessment projects and gear-up.</li> <li>• Collaborative structures with necessary time built in; planning, trouble shooting, support, PD.</li> <li>• Teacher Community</li> </ul>	<ul style="list-style-type: none"> <li>• More planning/preparation time built into the teaching day with an associated drop in teaching assignments to allow for the time.</li> <li>• Professional Development time for staff to learn and meet during the day but without students in the building.</li> <li>• Dual enrollments.</li> <li>• Students are coming to school with a lot more baggage than 20 years ago – and they are not ready to learn. When a teacher states that 60% of her job is social work – it raises the question of bringing such services into the school: after school care, dental services, mental health. Some schools, (Bellows Falls/Bennington) are already doing this via grant money.</li> <li>• Need more juried models of practice and procedures; a library resource is needed.</li> <li>• Leadership from DOE to establish the vision statewide, more of things like Daniel Pink.</li> <li>• Continue DOE leadership to develop capacity to build teacher leadership, e.g. VSI, VSRI, Bridging Project, MSP programs, etc.</li> <li>• Reduce/reorganize the workload of superintendents, so that they can</li> </ul>	<ul style="list-style-type: none"> <li>• One person not sure the elements, such as PLPs (personal learning plans) should be mandated everywhere. Rather, best practices should be highlighted and networking among those who have a shared interest encouraged.</li> <li>• Leadership needed to prioritize the elements that are the priority for students, not necessarily the state assessment foci.</li> <li>• Leadership needs to support staff to address and solve the problem</li> <li>• Overcome the VT North/South issues about access, coverage, communication and collaboration.</li> <li>• How to use the National Board Certified Teachers as a leadership catalyst.</li> <li>• School size and capacity vary and therefore their ability to address this sort of change also varies.</li> <li>• Make use of middle level practices to capitalize on some of these structures that are already in place.</li> <li>• Honor the good work that has been done.</li> <li>• Middle level students can be found in K-6, K-5, K-8, 6-8, 7-8, &amp; 7-12 configurations which might impede the ability to address their needs. Is this a structural item that could change to better work with those students?</li> <li>• Create environments and incentives to attract teachers to become teacher leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• DOE needs to make the Transformation vision a statewide vision &amp; develop different ways to increase teacher leadership.</li> <li>• Teachers need to demonstrate more leadership, with prioritizing what is important for the student, giving honors to those teachers who have excellent leadership skills, creating ways to attract teachers to become teacher leaders.</li> <li>• Although there seems to be less and less reference to “High Schools On The Move” and some now believe the plan may just be another “craze”, the overall consensus is that the DOE is doing a good job, especially in regards to teacher symposiums, and equity and socio-economic status.</li> </ul>

<p>Learning days (South Burlington) – the day starts one hour later for students and teachers are able to use this time for professional development.</p> <ul style="list-style-type: none"> <li>• Support for vision.</li> <li>• Support to help recruit and train student leaders has been successful and should continue.</li> <li>• Curriculum development is able to be shared across districts due to the increased use of technology.</li> <li>• Continued collaboration with the Agency of Human Services</li> <li>• PD partnerships with IHEs.</li> <li>• Partnerships with higher education – (LRUHS and North Country partners with CCV and Lyndon State College). The Bridging project with UVM has also been very successful.</li> <li>• PBSI training should be retained and expanded</li> <li>• Symposium of middle school professionals</li> </ul>	<p>better prioritize students’ needs instead of contending with outside forces.</p> <ul style="list-style-type: none"> <li>• Statewide high speed broadband access.</li> <li>• Build teacher leadership capacity statewide and define roles and responsibilities for maximum impact.</li> <li>• Need and capacity must come together. More outreach.</li> <li>• Refine the teaching day to encourage professional collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the need to view leadership as distributive: not just a function of principals, supts., etc. includes staff at all levels; capitalize on the human capital.</li> <li>• Don’t forget there are underlying causes to student failure that are not the providence of schools alone to fix...bigger partnerships with social services may be required. Low incidence/high intensity disabilities are another area that require more robust partnerships.</li> <li>• Develop some sort of teacher leadership career paths.</li> <li>• Structures that are “poverty” friendly-sensitive to the special requirements that poor families might need to have tailored to them.</li> <li>• Absence of language around democracy and equity.</li> <li>• No reference to <i>High Schools On The Move</i></li> <li>• How do 21<sup>st</sup> Century Skills align with the Vital Results and the GEs?</li> <li>• Equity will be a big issue around resources, infrastructure, and technical assistance.</li> <li>• Tracking and managing student flexibility of learning opportunities and environments.</li> <li>• Is this just another “craze” that will pass?</li> <li>• Need a strong communication plan that honors the work that has gone before and shows its value and connection.</li> <li>• Don’t lose data decision making and progress monitoring in the PLP process.</li> </ul>	
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<p>and policy has been happening for the last three years.</p> <ul style="list-style-type: none"> <li>• State's focus on equity and state's focus on socio-economic status</li> <li>• State Board of Education should continue as is – abolishment of such would not help any student.</li> </ul>			
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<i><b>Business Community</b></i>		<i><b>March 21, 2007</b></i>	
<b>Things That Work</b>	<b>New Things Needed</b>	<b>Things to Consider</b>	<b>Common Themes</b>
<ul style="list-style-type: none"> <li>• Single biggest attribute for solid teachers is their work habit. We need to continue to find people willing to show up early, stay all day, and always be productive. This dedication has decreased over the recent years.</li> <li>• Parents that are big factors in students' lives, increasing the percentage that the student will go on to further education.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of willingness expressed towards moving forward with the Transformation plan as is, adjustments may be necessary to develop the ideal plan for everyone.</li> <li>• VT needs to build an educational system than is one of the best in the US. However, that would make our system still one of the worst in the world. VT needs more international comparisons to see how we're doing in a global comparison.</li> <li>• Students need to be better free thinkers, communicators and analyzers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be in school longer everyday.</li> <li>• Students should be held to higher and clearer standards which isn't included in the Transformation project.</li> <li>• Students need to be able to work at their own pace easier, but educators must be careful in determining the correct speed for each student, because a curriculum that proves to be too fast for a particular student could make them discouraged.</li> <li>• Altering the fundamental aspects of the Transformation plan to be more flexible.</li> <li>• No longer using the agrarian calendar to accommodate "lower half" kids.</li> <li>• When top-tier VT schools compete against other schools from across the country, they tend to do poorly.</li> <li>• Many parents believe the school system doesn't have problems; these parents need to become more active in their children's education.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve the education level on a national and global scale, longer school days and calendar years are needed, including shortened summer vacations.</li> <li>• Re-emphasize the need to improve academic standards for mathematics, sciences and technology to keep with the high international standards.</li> </ul>